

Unpacking the Standards

Implementation of standards requires teachers to fully understand and analyze what their students must know and do, according to the standards, and use this information to design effective units and lessons. Additionally, unpacking the standards allows for the identification of what common misconceptions students have related to standards, and what research tells us about how students learn the content and skills in the standards.

Benefits of Unpacking the Standards:

- 1) Greater clarity to all K-12 teachers and administrators
- 2) Improved alignment
- 3) Improved continuity for students between courses and between grades
- 4) Increased opportunities for curriculum integration
- 5) Provides educators with a baseline or starting point for lesson planning and differentiated instruction
- 6) Provides clarity on which skills and concepts should be taught and assessed
- 7) "The Process" - Allows teachers and administrators to determine what matters most (i.e., pacing, assessment, Power Standards)

Questions for Unpacking:

- What information should be generated during the unpacking process?
- What students need to **Know**? (Fact)
- What students need to **Understand**? (Concept)
- What students need to be able to **Do**? (Skill)
- What prior knowledge do students need to have to be successful on this benchmark?
- What are possible misconceptions students may have with respect to this benchmark?
- What learning experiences will support all students reaching the learning goals?
- What teaching approaches will support all students reaching the learning goals?
- What evidence can be collected to determine whether students know and can do what is required?
- What assessments can be used to determine whether students are reaching the intended learning goals?
- What criteria will be used to determine whether students are reaching learning goals?

Unpacking the Standards Activity

Step 1	Select a standard or a set of standards.
Step 2	Circle the verbs (skills).
Step 3	Underline the nouns and noun phrases (concepts).
Step 4	Identify implied skills (e.g., 21 st Century Skills/Engagement Domains)
Step 5	Instructional Implications (Learning Goal(s) leading to the development of an Essential Question)

Example: (Steps 1-3)

Standard Number:	
Standard Description:	

Implied Skills: (Step 4)

Instructional Implications: (Step 5)

Grade:	Subject:	
(1) Standard(s):		
(2) Skills – Students should be able to do <div style="border: 1px solid black; border-radius: 50%; width: 100px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 10px auto;"> Verbs </div>	(3) Concepts – Student should know <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 200px;"> <u>Nouns/Noun Phrases</u> </div>	
(4) Implied Skills - 21st Century Skills/Engagement Domains		
(5) Instructional Implications - Learning Goal(s) leading to the development of an Essential Question		
Critical Area of Focus:		
Learning Goal:		
Essential Questions:		
Target Learning Progression:		

CRA Approach

Include materials to be used (i.e., manipulatives, technology, etc.)

Concrete Application

Representational (Pictorial) Application

Abstract Application